

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth

Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Arlington ISD	220-901		
Vendor ID #	ESC Region #		DUNS #
1756000119	11		78544475
Mailing address		City	State ZIP Code
1203 W. Pioneer Parkway		Arlington	TX 76013-6246
Primary Contact			
First name	M.I.	Last name	Title
Tori		Sisk	Coordinator, Std Dev & Support
Telephone #	Email address		FAX #
682-867-7668	tsisk@aisd.net		
Secondary Contact			
First name	M.I.	Last name	Title
Brenda		Lohse	Coordinator, Grants/Fund Dev
Telephone #	Email address		FAX #
682-867-7331	blohse@aisd.net		817-801-1958

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Marcelo	M.I. 	Last name Cavazos	Title Superintendent, AISD
Telephone # 682-867-7344	Email address mcavazos@aisd.net		FAX # 817-459-7299

Signature (blue ink preferred)

Date signed

4/2/2018

X

Only the legally responsible party may sign this application.

701-18-109-052

Schedule #1—General InformationCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|

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By TEA staff person:

Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Located between Dallas/Fort Worth, Arlington is the seventh largest city in Texas. Unfortunately, we are the largest city in the nation without a formal public transportation system – creating many issues for our most at-risk populations. Arlington ISD (AISD) is the second largest school district in Region 11 and serves over 62,000 students annually. Of the students enrolled in AISD, 43,281 (71%) are economically disadvantaged, with four percent (4%) identified as homeless based on the McKinney Vento Act.

AISD program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. The Families in Transition (FIT) program serves as the vehicle for ensuring homeless children and youth are provided immediate enrollment, nutrition services and transportation to their school of origin upon identification. AISD provides these required services in addition to ongoing case management, family engagement, data collection and evaluation— in attempts at providing homeless children and youth the best possible opportunity to complete high school and move into adulthood with college/career readiness skills. The AISD FIT program has been in place for well over two decades. A goal of the FIT program is to be recognized as a premier program with student health, well-being, personal safety and academic achievement as precursors to positive citizenship and success.

This funding will provide resources for personnel, alternative transportation, professional development and supplies for day-to-day operations to be in place to support children and youth living in homelessness. In addition, AISD commits Title I, Part A funds and other local, state and federal dollars to ensure students identified as homeless, are prepared for college and/or career. The FIT program is comprehensive and available for all enrolled eligible students Pre-K through grade 12. It is designed to promote stability for children and youth that lack continuity in their daily lives. Reducing barriers for families at the school level allows students to fully engage in their academic journey and provides a space for families to focus on developing stability outside of school. AISD annually reviews and revises any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.

The AISD collaborates with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth. Texas Education of Homeless Children and Youth (TEHCY) funds will allow the AISD FIT program to continue to develop rigorous goals related to school promotion and achievement. The program is actively involved throughout the city and county and well known within the community. FIT staff members work closely with campus administrators and counselors to ensure FIT participants (eligible homeless students) have equal access to the same free, appropriate public education, including a public PK program, as provided to other children and youth. All homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, CTE, GT, and Bilingual/ESL Education. Children may also receive support through any other special program offered to AISD students, such as: Toddler Time (for students age 0-3), or rigorous programs designed to help student meet enhanced academic goals such as Advanced Placement (AP), and Dual Credit Courses in multiple subject areas. FIT staff members are in place to assist families, children and unaccompanied youth to navigate through the many opportunities a district such as AISD can deliver. In addition, staff members are also well versed in other district initiatives and innovative programming to encourage and motivate students to stay engaged in their education. These programs allow students to have a more flexible daily schedule to better meet their individual needs, such as: Online Learning, Dropout Prevention Recovery, Credit Recovery courses, Career and Technical Education courses and/or Certification in multiple career path areas. FIT Staff is available at all levels of the school district and are readily available to provide campus support and guidance. Campus/student support for the education of our most vulnerable children and youth includes: individual and peer group interventions, community referrals, and home visits. Student attendance and progress toward academic achievement is monitored on a regular basis. During school year 2017-18, AISD piloted an early warning indicator system (My Track), and will use this to monitor attendance and grades during the 2018-19 school year.

It is imperative that all personnel have a basic understanding of the rights of homeless children and youth. Professional Development is without question a necessity in aiding all levels of personnel to have an understanding of the limits poverty and a lack of stable housing can have on a child's disposition, motivation and overall well-being. In the 2017-18 school year, AISD adopted a system of online learning required for all staff in the district. All staff was required to

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

complete these non-negotiable training modules, to be completed on a strict time schedule. Moving into the 2018-19 school year, required training will include an overview of the McKinney Vento Act along with the rights of homeless children and youth. Along with these efforts, the Homeless Liaison and other staff will also conduct face-to-face trainings as needed. PEIMS clerks, attendance clerks, school counselors and bus drivers will continue to be trained annually. The collaborative relationship between the AISD State/Federal Funds and Guidance/Counseling departments, is paramount in best meeting the needs of students living in homelessness. These departments work beautifully together to secure funding through Title I, Part A and State Compensatory Education; and programmatically to create best practices and training opportunities for staff, parents, and students. The amount of the Title I set-aside is reported in this proposal as requested, with the amount based on an annual needs identification and analysis.

Student enrollment for the district is conducted online, with InfoSnap as its online enrollment tool. AISD complies with all components of the McKinney Vento Act to identify and enroll students immediately – at the beginning of school, when their situations change, and after breaks in the school calendar such as after Winter Break or Spring Break. Further details to the enrollment process are provided later in this proposal, such as: * discussion of the online system, * how children and youth are identified, * processes that are in-place, * how AISD complies with requirements for students requesting enrollment after academic breaks,* how AISD handles situations when students become homeless during the school year, * how AISD handles situations when students have been identified but are not attending school, and * children eligible for early childhood and prekindergarten programs.

Families living in homelessness saddled with obtaining their basic needs should not find themselves confused due to misinformation from one source or another. AISD is committed to ensuring all agencies involved in the intervention process have correct information regarding McKinney Vento compliance to reduces barriers created by misinformation. Training for In- and out-of-district stakeholders is crucial in providing a Continuum of Care for participants across all service points. The partnership between the Student Development and Support Services (SDSS) Department and local community agencies is unmatched. The AISD Homeless Liaison and members of the FIT team serve on multiple boards and committees to keep agencies abreast of trends in educating homeless children and youth. Homeless Liaisons and social workers from surrounding school districts meet quarterly to discuss best practices in serving students and brainstorm solutions for more difficult cases. The Homeless Liaison is a member of the Tarrant County Continuum of Care Board and brings a perspective to the CoC regarding the special needs of families with young children, older children and unaccompanied youth.

AISD provides access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held. As with all students, graduation within a four year cohort and graduating prepared for college and career is vital in the long term success of young people -- with issues such as transportation, lack of motivation, high mobility, work schedules and lack of parental support related to poverty and/or homelessness factoring into the equation of academic success. TEHCY funds will allow AISD to better support students via case-management and development of a circle of support. Caring adults monitoring attendance, behavior and grades can impact promotion rates and decrease truancy rates of homeless children and youth. The SDSS Department staff helps to monitor and provide guidance for students who lack course credits or can not provide appropriate documentation, such as for migratory students or those not living in fixed, regular and adequate housing. Staff also helps to provide options to campus and families for credit recovery due to excessive absences. Since school districts have differing policies regarding behavioral issues, attendance, and credits; AISD staff acts as a liaison for the student and campus to help make distinctions between local, state, and federal requirements; ensuring that homeless youth are able to promote to the next grade level and/or graduate from high school in spite of their high mobility or lack of parental support.

The FIT Department is staffed by Master's level mental health professionals whom understand the spirit the McKinney-Vento Act embodies. They also understand how advocacy can remove unnecessary barriers. Assisting others involved with homeless children and youth becomes fundamental in aiding these young people to meet their potential and break the cycle as they move from high school into the college or working world. The FIT program is dedicated to servant leadership and adopts the belief that all children can learn, are valuable and have a voice. Funding to support the unique services afforded through FIT are essential for comprehensive programming moving into the future.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$177,177	\$	\$177,177
Schedule #8	Professional and Contracted Services (6200)	6200	\$8,400	\$	\$8,400
Schedule #9	Supplies and Materials (6300)	6300	\$2,542	\$	\$2,542
Schedule #10	Other Operating Costs (6400)	6400	\$7,966	\$	\$7,966
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$196,085	\$0	\$196,085
3.157% indirect costs (see note):			N/A	\$6,190	\$6,190
Grand total of budgeted costs (add all entries in each column):			\$196,085	\$6,190	\$202,275

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$202,275
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$16,182

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk	1	1	\$27,338
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker	2	2	\$119,173
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Part-Time Temp (12 weeks X 20hrs/week X \$10/hr	2	2	\$4,800
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$151,311
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$25,866
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$177,177

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 220-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	VIA – city transportation for students	\$8,400
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$8,400
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$8,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 220-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$2,542
Grand total:		\$2,542

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 220-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,933
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$6,033
Grand total:		\$7,966

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 220-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	43,281	71%	71% of AISD students are Economically Disadvantaged; 100% of the 2,562 Homeless students are Economically Disadvantaged.
Identified homeless students	2,562	4.2%	Identified homeless as of 2/28/2018, we do expect these numbers will increase during the school year.
Students identified homeless with a 5A Crisis Code	86	1.4%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	NA	91.41%	PEIMs Data as of 12/31/2017
Attendance rate for economically disadvantaged students	NA	91.41%	PEIMs Data as of 12/31/2017

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
143	171	191	199	201	182	194	169	179	181	222	180	162	188	2,562

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an original McKinney-Vento grantee, the Families in Transition program has been supporting homeless children and youth in AISD for more than two decades. During this time, a continual focus on assessing and addressing the unique needs of homeless children and youth has been of the upmost focus. AISD solicits and receives feedback on the needs of homeless children and youth regularly and this grant cycle is no different. This background creates a natural process for the completion of this needs assessment. A listing of the ten most pressing needs was created by the homeless liaison. These needs along with space for additional needs not listed and for comments that would assist AISD in providing services was created. This survey was then sent to staff including social workers and counselors who work directly with homeless children and youth. Additional feedback was requested of campus administration, principals and counselors, at all educational levels. Community and social service providers including the Arlington Housing Authority, Arlington Police Department, Arlington Public Library, Goodwill of Tarrant County, Catholic Charities and local shelters also gave valuable insight by completing this instrument. Most importantly, AISD reached out to parents and youth who have been identified as McKinney-Vento eligible to give their input. Fifty-five surveys were returned and analyzed with educational and related needs being identified along with the barriers that come along with them.

School of origin transportation, as in previous years, again rose to the top of the identified needs and barriers for our students and families. The city of Arlington has no public transportation system, thus many of our families are dependent on AISD to remove this barrier. Students are unlikely to maintain the grade and attendance to support academic success without consistent transportation.

Secondly, in order to fully support and educate homeless children and youth, the identification and enrollment of eligible students is also of paramount need. Students who are not identified will not receive the supports designed to assist them in the educational setting. Ensuring that all who come in contact with homeless families and youth are well versed in their identification and rights will eliminate barriers.

The challenges that students who lack fixed, regular and adequate housing face; can many times be noticed in low attendance rates, difficulties meeting academic benchmarks and standardized testing goals, decreased promotions to the next grade level, and decreased graduation rates. Many times these rates are below those of the district as a whole, and additional supports are needed to support students in attaining their academic goals. This need was also ranked as a high priority area in the needs assessment responses.

Finally, strengthening the collaborative efforts between the school district and community agencies that serve homeless children and youth was identified as a need which should continually be improved. In order to thrive, basic needs must be met to allow for academic success. When professionals have strong collaborations, it ensures that students and families have the best possible outcomes.

These needs will continue to be a priority in working with homeless children and their families.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Assist with school of origin transportation.	<ul style="list-style-type: none"> • TEHCY and Title I Part A funds are allocated specifically for transportation costs. This may include AISD busses and suburbans, Mission Arlington/Mission Metroplex transportation and an Arlington ride sharing service VIA. • Dedicated router in the transportation department serving homeless children and youth
2.	Identify and enroll eligible homeless children and youth in Arlington ISD.	<ul style="list-style-type: none"> • Mandated online training for all AISD employees • Specialized training for campus front office personnel • Dedicated clerk to assist campuses • Continual improvement of the student residency questionnaire included in the AISD online registration process
3.	Increase attendance, promotion and graduation rates.	<ul style="list-style-type: none"> • Staff specializing in working with vulnerable populations assigned to all AISD campuses to offer support as needed. • Utilize My Track, AISD's early warning indicator system • Utilize technology to improve parent communication such as the Remind app.
4.	Strengthen collaborative efforts between the school district and community agencies that serve homeless children and youth.	<ul style="list-style-type: none"> • Identification of key stakeholders • Biannual meetings of stakeholders to include training and information sharing about resources • Referral to appropriate in- and out-of-district agencies • Data collection on referrals and services provided
5.		

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Schedule #14—Management PlanCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	SDSS Coordinator /Homeless Liaison	Masters degree in Education, Counseling, Social Work or related field; License or certification; 3+ years of experience working with vulnerable youth
2.	Grant Accountant	Degree in Accounting
3.	SDSS Program Liaison	License or certification in Education , Counseling, Social Work or related fields; 3+ years working with vulnerable youth, 3+ years working with data collection systems
4.	FIT Social Worker	Masters Degree in Social Work; Social Work License; 3+ years working with vulnerable youth
5.	FIT Clerk	High School Diploma

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Ensure transportation needs of students/families are met.	1. Provide transportation to/from school of origin	09/01/2018	8/31/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Ensure homeless students are identified and enrolled immediately.	1. Mandated training of all district staff	09/01/2018	8/31/2019
		2. Training Arlington Community Agencies	09/01/2018	8/31/2019
		3. Update SRQ in online registration	09/01/2018	8/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Ensure homeless students attend, promote and graduate.	1. Monitor attendance rate of homeless students	09/01/2018	8/31/2019
		2. Monitor promotion rate of homeless students	09/01/2018	8/31/2019
		3. Monitor graduation rate of homeless students	09/01/2018	8/31/2019
		4. Provide tutoring in Arlington Shelters	09/01/2018	8/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Strengthen collaborative efforts with community agencies	1. Hold biannual meetings with community agencies	09/01/2018	8/31/2019
		2. Provide training to community agencies	09/01/2018	8/31/2019
		3. Document referrals to community agencies	09/01/2018	8/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD continuously monitors processes to ensure goals, objectives and initiatives across all departments are aligned with the mission and vision of the district as a whole. Processes are put in place and evaluated to provide structure to work at all levels. At the department and programming level, leaders are expected to follow guidelines put in place from fidelity in correspondence to communication across the website. Processes in place include weekly meetings of high level administrative staff, monthly meetings of campus administrative staff and quarterly meetings of department heads. Departments are expected to meet with direct reports to ensure all staff understand the goals and objectives set forth to meet the overall mission of graduating 100% of students. An organizational chart is in place and followed to provide transparency in communication and allow for questions, concerns and new ideas. The district utilizes committees and task forces both within and outside the district to allow for needs and/or gaps to be addressed in a timely fashion.

AISD is a district of great innovation and has been recognized as such through its leadership. The Superintendent and School Board have been recognized as top in the state and are active participants in the day to day activities of its students. AISD administration and staff are involved in community organizations both in Arlington and across Tarrant County. The district encourages its employees to participate in community based initiatives and serve in areas outside the district to ensure the entire community recognizes the value education has on citizenship and the leadership of the community as a whole. The district uses several methods to communicate with parents including the website, phone calls, text and letters as necessary. As a department, Student Development and Support Services staff actively communicate with parents utilizing these same methods. The department meets quarterly to assess and modify as necessary to attain goals and objectives set by program areas which include the FIT program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SDSS Department is no different as it pertains to daily operations. All programming is aligned with the overarching goal that all students in AISD will graduate exceptionally prepared for college, career and citizenship. The program designed specifically to serve homeless children and youth, Families in Transition (FIT), has been in place for over two decades and has become a highly respected program throughout the school district. The program follows all procedures put in place in regard to communication and transparency. This builds trust across the organization and decreases any sense of doubt that programming might differ from one campus to another or from one family to another. Communication necessary for the entire district are funneled through the Chief Academic Officer. Information regarding the McKinney-Vento Act including definitions and rights are sent to all campus administrators annually. All campuses have a link to the Families in Transition website and training is a staple for the department. AISD is committed to all children and youth in Arlington. The district does not favor one student over another and is committed to realization that all children do not come from the same circumstance. The district has shown great commitment through the inclusion of training related to homeless children and youth, the participation in community wide initiatives related to families living in homelessness and poverty, the hiring of mental health professionals dedicated solely to children and youth living in vulnerable situations. All campuses in the district have a licensed social worker or certified counselor assigned to assist with the unique needs of families living in transition. AISD takes great pride in allowing all students the opportunity to participate in extracurricular activities, career and technical courses, application and participation in dual credit courses.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Utilization of the FIT database as a data collection tool.	1.	Students are identified, coded and provided appropriate supports.
		2.	Program activity data is recorded in the FIT database.
		3.	
2.	Utilization of MyTrack, early warning indicator system to analyze student performance.	1.	Student attendance and achievement is monitored.
		2.	Students will graduate on time.
		3.	
3.	Reports generated from the database	1.	Monthly reports provided to direct line staff.
		2.	Monthly reports to Homeless Liaison.
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A database has been created specifically for the AISD FIT program and is managed and maintained by the SDSS Program Liaison. The database is synced to TEAMS, AISDs data management system which is linked to PEIMS. This secure database assists in ensuring that all identified students receive correct PEIMS coding, receive mandated services and collect additional information on homeless children and youth. The database serves as a collection tool for program activities, including services provided and referrals to community agencies and service providers. This ensures that barriers to student achievement are decreased. Having this tool is one step in ensuring appropriate academic and overall supports are in place so that homeless children and youth attend school, achieve grade level standards, achieve on state mandated assessments, promote on grade-level and graduate on time and persist to post secondary. All staff will utilize MyTrack, AISDs early warning indicator system, which allows for attendance, state assessment, grades and behavior to be monitored on a regular basis. Additionally, program staff will receive monthly, semester and yearly reports which prioritize measures in place. With this funding, this data will be supplemented by randomly selected student and family satisfaction surveys. Problems and gaps will be identified through the ongoing evaluation of the data by the homeless liaison and staff, through ongoing staff professional learning communities and by feedback from peer, families and community agencies. This transparency will allow for adjustments to be made in the delivery of the project for the optimal benefit of homeless children and youth. Research and best practices are essential in ensuring work with homeless children and youth is effective. Data collection and reporting plays a vital role in determining the day to day operations of the FIT program.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Transportation including school of origin	300+	Arlington and surrounding cities; Transportation Department	Transportation requests; FIT Clerk, Program Liaison; Homeless Liaison	1
Mandatory training of all AISD employees on identification and enrollment of homeless students	6000+	AISD Professional Development Center; AISD Professional Learning Dept.	Attendance Documentation, Eduphoria; AISD Professional Learning Dept, Homeless Liaison	2,3,4
Ongoing case management to include enrollment, transportation, nutrition & educational and other needs/referrals	75%+ of enrolled homeless students	AISD Campuses; FIT Staff	FIT Database; Program Liaison, Homeless Liaison	1,2,3
Provide clothing and shoes as appropriate for school attendance and participation	100+	FIT clothing and supply closet-Hilldale Annex; FIT Staff	FIT Database, Clothing/supply log; FIT Clerk, Homeless Liaison	3
Provide school supplies as appropriate for school attendance and participation	200+	FIT clothing and supply closet-Hilldale Annex;	FIT Database, Clothing/supply log; FIT Clerk, Homeless Liaison	3
Provide referrals to local community agencies and district departments	125+	Local agencies, AISD campuses; FIT Staff	FIT Database; FIT staff, Program Liaison; Homeless Liaison	1,3,4
Communicate via technology to inform and encourage parent participation in students education	50%+ of enrolled homeless students	AISD Campuses; FIT Staff	Attendance documentation; FIT clerk, Program Liaison, Homeless Liaison	3,4
Coordination of TCC field trip for high school homeless students	40+	TCC Campus; FIT Staff	Attendance Documentaiton; FIT clerk, FIT staff,	3, 4
Collaborate with Arlington agencies serving the homeless as well as homeless liaisons in Tarrant County	30+ Professionals	Tarrant County; Homeless Liaison(s)	Attendance Documentation; FIT Clerk, FIT staff, Homeless Liaison	4
Professional Learning opportunities to include annual Texas Conference on Ending Homelessness	3	Austin, TX; Homeless Liaison	Travel Requests, Attendance Documentation; FIT Clerk, Homeless Liaison	2,3,4

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220-901

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Arlington Charities	Works directly with school personnel to expedite services food, clothes, etc.
2.	Arlington Housing Authority	Provides transitional housing and homelessness prevention funds.
3.	Arlington Life Shelter	Provides emergency shelter, assist with identification and enrollment of homeless children and youth and family case management
4.	Arlington Police Department	Homeless outreach officers provide referrals as needed.
5.	Arlington Urban Ministries	Provides emergency assistance for utilities, rent and food.
6.	Catholic Charities	Provides clothes for homeless students and families as needed.
7.	Grace Presbyterian for New Day	Provides food for homeless youth as needed.
8.	Hearts/Hands –N.Davis Church of Christ	Provides clothing and food for Families in Transition students and their families as needed.
9.	JPS School Based Clinics	Provides behavior and medical health services.
10.	Mission Arlington	Provides transportation, rent, food, birth certificates, dental services, and utility assistance.
11.	Perfect 10 Charity	Provides weekend food backpacks and weekly after-school programming, targeting students identified as homeless.
12.	Safe Haven	Provides domestic violence shelter, assist with identification and enrollment of homeless children and youth and family case management
13.	Salvation Army	Provides emergency shelter, assist with identification and enrollment of homeless children and youth and family case management
14.	Tarrant County Homeless Coalition	Serves as the agency in Tarrant County that coordinates the continuum of care for those living in homelessness.
15.	Toys 4 Tots	Provides homeless families with holiday assistance

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding provided exclusively for homeless children and youth will allow for personnel, transportation, training and supplies to support timely enrollment for homeless students. Having additional social workers solely employed to identify and train other staff to identify students meeting the criteria of homelessness will expedite the enrollment process. Additionally, community organizations will be trained about identification and enrollment procedures, and may make direct referrals to AISD, or instruct families to self-refer. Families who have participated previously are encouraged to self-report. Families are also contacted to reestablish need and reenroll as necessary. A speedy response to the needs of families, including transportation, reduces the likelihood of families postponing enrollment and thus delaying the educational opportunities of vulnerable children and youth. Having such a large population of homeless students in the district, the possibility of additional funds provides a great relief for ensuring immediate enrollment of homeless students.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Families in Transition program provides a staff member assigned to each campus that parents/guardians may access to create a positive connection and assist with educational and related needs. Communication that is both accessible and expedient furthers this connection and promotes parental involvement in their child's education. This will include the use of various technology including automated calls and apps. These efforts will validate parents/guardians as an advocate for their child in the educational setting. The Families in Transition staff work closely with parents via phone, direct contact and home visits and encourage parents to utilize the Family engagement liaison on their child's campus as needed. Creating a circle of support for not only the children, but the parents as well has proven essential in developing meaningful involvement in a child's academic engagement. In addition to FIT Staff, the AISD Parent and Community Engagement Department employs family engagement liaisons on most campuses. These liaisons play an important role in communication, campus events and workshops helpful for parents as they navigate their child's academic career.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless children and unaccompanied youth are enrolled immediately and integrated into their campus upon enrollment. As with any new student to the district, attempts are made to obtain records from previous schools, however this will not detour students from immediate participation in a regular classroom. With ongoing training, school personnel are well versed in the unique circumstances that may come with children in living in irregular housing situations, those families that may be highly mobile. Assessing student's records to determine the best course of action to ensure a quality education without duplication is necessary and expected. As discussed, the AISD FIT program is staffed so that delays in academic determinations such as special education services are minimal. Homeless children and youth will not be discriminated against due to their unique living situation.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The development and preparation for coordinating services using Title I, Part A includes meetings and continued collaboration between the Homeless Liaison and the AISD Director of State and Federal Funds. The relationship between the two departments is strong and supportive. The Director of State and Federal Funds is well informed of the mandates around the McKinney-Vento Education Act and an advocate for homeless children and youth enrolled in AISD. Title I, Part A set aside funds include tutoring, transportation assistance, summer programming, costs for personnel, assistance with emergency clothing and assistance with extracurricular and college prep fees.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$184,400	Transportation to and from school of origin, summer adventure camp, tutoring/homework help at shelters, clothing and school supplies
Planned Set-Aside for 2017–2018	\$171,000	Transportation to and from school of origin, summer adventure camp, tutoring/homework help at shelters, clothing and school supplies

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Director of State and Federal funds in collaboration with the Homeless Liaison participates in annual assessment of needs related to homeless children and youth. Determination are set based on costs associated with the needs identified. This amount fluctuates each year, dependent on any gaps identified or cost modifications associated with activities. The Director along with the Homeless Liaison relay information shared at state meetings and conferences with AISD administrators both at the district and campus level. The Director ensures the standards for homeless students meets those for general education students in the campus and district improvement plan. Meetings are scheduled annually with principals to review these plans. The Director advocates as necessary for mandated training and professional development for AISD staff as it relates to working with students living in poverty or homeless situations.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step in assisting homeless children and youth is in identification and enrollment. All families, both new to AISD and returning, must complete AISD's online registration process to enroll in school. Families that do not have internet access, may complete this process at any campus. Embedded within the online registration is the student residency questionnaire (SRQ) which provides information regarding the living situation of students. AISD continually updates this questionnaire in order to determine if the student is eligible for McKinney-Vento services. Once the determination is made that students meet the criteria, enrollment is immediate regardless of documentation. The FIT department website and phone number are given to the families in the event they need immediate assistance. The FIT department is then notified and assists with any missing documentations. If additional information is needed to determine eligibility, phone calls and/or home visits are made to families. This process occurs throughout the year therefore capturing students during the enrollment process.

If students become homeless after the school year has started in a given school year, AISD staff have been trained in the identification and criteria of students meeting the McKinney-Vento requirements. Additionally, staff are assigned to every campus and are accessible for any questions that may arise. This collaboration within the district has proven very fruitful and FIT staff are notified immediately in most cases upon the change in living situation. McKinney-Vento training for other agencies, including but not limited to the three homeless/domestic violence shelters in Arlington, allows for open communication between agencies to alert the AISD FIT department of children not in school.

If students are not currently enrolled or attending school, the outreach is similar. AISD has a robust drop out prevention department that is able to meet students where they are and assist with enrolling in either a traditional or non traditional environment. A FIT staff person is assigned to assist this department as needs arise.

Students eligible for early childhood and/or prekindergarten programs are assisted in a similar manner. AISD also supports a Toddler Time program – specifically designed to serve families with children ages birth to four years old for students who qualify for free or reduced-cost meals based on family income. All students/families living in homeless conditions are eligible to participate in the Toddler Time Program. There is open communication between the FIT program and those that help our youngest students. Research (Perlman, 2015) shows that *"infants, toddlers and preschoolers who are experiencing homelessness are at grave risk of developmental delays due to a variety of factors such as a lack of prenatal and early health care, crowded and unsanitary living conditions, poor nutrition, and the trauma caused by severe poverty and unstable living arrangements."* *

AISD is committed to ensuring that barriers are eliminated to enrolling and participating in crucial early intervention programs. Recognizing the need, our enrollment efforts are specifically designed to identify families wherever they are, and help to enroll them as soon as possible. Enrollment outreach includes social workers visiting locations such as motels, shelters and homes of those doubling up. Referrals may be received from campus personnel, community organizations, or through self-report. AISD has included a link on all campus websites titled "Homeless Student Assistance" which directs students and families to the Families in Transition website. The website may be accessed by families or students as needed and includes: phone numbers, resources, and information regarding McKinney Vento rights for students living in homelessness. AISD encourages and facilitates open dialogue between stakeholders both inside and outside the school district.

*Perlman, S. (2015). *Access to Early Childhood Programs for Young Children Experiencing Homelessness: A Survey Report*.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The AISD Student Development and Support Services Coordinator also serves as the Homeless Liaison for the district. In addition to the Coordinator, the department employs a Specialist, Program Liaison (compliance manager), and a host of mental health professionals of which include Social Workers and Counselors. All staff in the department are trained annually on the McKinney Vento Act, rights and responsibilities, eligibility indicators and strategies for working with children and families living in homelessness. In addition to training for direct line staff, it is necessary to educate all staff in the school district on eligibility of homeless children and youth and the necessity of immediate enrollment. Beginning in the 2017-2018 school year, online training for ALL employees was implemented. Examples of mandated training include sexual harassment, and bully prevention. In the 2018-2019 school year, required trainings will include the identification of homeless children and youth and a synopsis of the McKinney Vento Act.

In addition to required online training, staff from Student Development and Support Services will provide in person training to all PEIMS and attendance clerks, school counselors and bus drivers. Campus administrators will also receive information via written correspondence on identification and immediate enrollment requirements. Administrators can request training for campus personnel as well. Training for staff working in special education and other departments is also available. In a recent needs assessment it was noted that ongoing training with administrators, teachers and support staff is vital for consistent and positive interaction between school personnel and families.

In recent years it has proven fruitful to include training, professional development and presentation to outside agencies, community organizations and faith based communities. Because the definition of homeless is not exact when comparing McKinney Vento to HUD, it is important to inform entities also working with homeless families of the depth of the McKinney Vento Act. This allows for all organizations, including the school district, to speak the same language and decrease any confusion for families. It also assists families in prioritizing immediate enrollment in school knowing they have time to gather required documentation or immunizations. Cross training also builds collaboration among those working with children, youth, young adults and families experiencing homelessness.

AISD is dedicated to preparing students for college and career readiness post high school. It is necessary to collaborate with local colleges and universities on services available for homeless youth and those unaccompanied. High school students are transported to the local community college for exposure to higher education and work closely with Student Development and Support Services Staff to assist with enrollment and financial assistance.

It is often said that it takes a village, and the village not only includes school district personnel but also those agencies and communities invested in the stewardship of those living in Arlington. Arlington is a vibrant city with a wealth of opportunity. Understanding the benefits the McKinney Vento Act can provide to level the field for vulnerable youth with immediate enrollment is a must in developing and growing people.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned, the Families in Transition Department is equipped with knowledgeable staff to provide case management for children and youth. Included in case management of FIT participants is: monitoring academic progress and providing necessary interventions, advocacy and referrals for homeless children and youth enrolled in AISD. It is expected that students are monitored either directly or indirectly at a minimum of once each month. Some staff members carry a case load of over 100 students and rely on the assistance of school counselors, campus family engagement liaisons and other campus personnel for assistance. For families remain aware of resources and supports available to them. Obviously with high mobility, living in shelters, it is necessary to monitor their situations closely. Support includes face-to-face and text contact with parents and home visits as necessary. Aside from contact with staff, the program works closely with campus personnel to monitor progress and utilize in district data collection. Attendance, grades and behavior in order to support academic progress and intervene is provided.

The FIT program continues to collaborate with campus personnel in the district to personalize interventions. This includes advocating for interventions, bilingual, gifted and talented and other special programs; and also includes assisting students in participating in after school activities. Fine Arts, Career and Technical course, and dual credit program recognizes the positive impact on social interaction and character development on student behavior.

In addition to case management, the Student Development and Support Services Program Liaison monitors data on a regular basis and at a minimum quarterly to alert staff of significant changes. The Program Liaison remains abreast of data collection tools available to staff, and works closely with PEIMS to ensure all students are coded correctly. The Program Liaison also maintains the FIT database where documentation related to case management is stored. The data base includes case notes, services provided and community referrals.

With funding, a FIT clerk will provide extra supports in monitoring attendance of FIT students. Specifically, the clerks monitor attendance of students utilizing transportation. The clerk works closely with the FIT transportation router to monitor the amount of time students are out of school awaiting school of origin transportation once requests are submitted by FIT staff.

Beginning in the 2018-2019 school year, FIT will implement MyTrack, the district's early indicator warning system, to assist in monitoring the attendance, grades and behavior of those enrolled in the Families in Transition Program. This tool should be very valuable in supplementing the case management of homeless children and youth.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **220-901**

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Currently, the Coordinator of Student Development and Support Services, serving as the Homeless Liaison, reports directly to the Director of Guidance and Counseling. This creates a direct line between FIT staff and school counselors. In order to review, monitor and provide academic supports that accompany youth enrolling in high school, FIT staff will continue to be well versed on understanding and interpreting transcripts, awareness of services of other academic and nonacademic departments in the district, and maintain an open communication to prevent unnecessary delays in students accessing services offered throughout the district. Counselors work with students to identify where students may need extra supports to decrease repeating all or parts of courses they may have started in other school districts, utilizing credit recovery programs, credit by exam, tutorial opportunities, and/or enrollment in career and technical education— all of which are wonderful options for highly mobile students. AISD's campus for Drop Out Prevention (DOP) is another option that is available for homeless and unaccompanied youth, providing a nontraditional learning environment. The Center offers online education and accommodates an afterschool academy and adult education program. A FIT staff member is housed at the facility to assist students utilizing the flexible schedule available for those making use of the DOP Center.

AISD is committed to ensuring academic success of all students, as evidenced by its adoption of the 2016-21 AISD Strategic Plan. This plan has one goal: to ensure that 100% of AISD students will graduate exceptionally prepared for college, career and citizenship. A component of this goal is to enhance the guidance and counseling program, including academic advising and social/emotional guidance. AISD will also expand its workforce readiness initiatives to expand workforce internships across instructional programs, and enhance students' seamless entry into the workforce through dual credit and workforce certifications. In addition, the district has created and adopted six cultural tenets to ensure that all employees are cognizant of the expectation in creating a culture that embraces the whole child. The six tenets are: Put students first, Make every interaction count, Respond positively to differences, Promote risk-taking, Own our work, and Get better every day.

As mentioned previously, the FIT program provides case management for students. At the secondary level, this includes small peer group support to discuss planning for their future and college/career exploration. Students are encouraged to utilize GO Centers on each high school campus to assist with enrollment, financial aid and answer questions for students related to investigating higher education.

In addition to campus supports, the FIT program hosts a field trip for juniors and seniors to experience "a day in the life" of college students. They will travel to a local community college in Arlington—Tarrant County College (TCC). With campuses throughout Tarrant County including the new Arlington Collegiate High School, TCC is a valuable partner for the district in supporting our vision to engage students in their postsecondary options. During the field trip, FIT students spend the morning at the college visiting with the TCC counseling department, admissions and financial aid. Students will attend a presentation from a former AISD student who has overcome similar challenges, and tour the facilities to see classes in session, the bookstore, and the cafeteria.

AISD has established rigorous goals and innovative activities to improve the identification, enrollment, support services, removal of barriers and use of performance and outcome data, to promote the academic and overall success of students experiencing homelessness. Students are placed in the most rigorous and appropriate academic setting, with student academic and assessment progress addressed in collaboration with Title I, Part A and other special programs as appropriate including: Special Education, GT, CTE, Bilingual/ESL, Migrant, Foster Care, and others; to assist in the review, evaluation and implementation of a data drive plan to accomplish targeted performance measures. We collaborate with community partners and other stakeholders to deliver the most comprehensive program to help AISD students achieve grade level standards, achieve on state mandated assessments, promote on grade-level, and graduate on time with their peers and persist to post-secondary college or career options. Funding through TEHCY will allow AISD to further reduce the barriers of our most vulnerable students.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **220-901**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220-901**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220-901**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **220-901**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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